Montana Comprehensive Assessment System

MontCAS, Phase 2

Criterion-Referenced Test (CRT)

Measured Progress

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Online Materials

- CRT Power Point, 2004
- CRT Test Coordinator's Manual, 2004
- CRT Test Administrator's Manual, Grade 8
- CRT Student Response Booklet, Grade 8
- CRT Principals Certification Form
- CRT Class Identification Sheet

Important Dates

Feb. 12-13	Test administration training
Feb. 13	Alternate Assessment Booklets on secure online site
March 8-26	Systems provide local test administration training
March 24-26	System Test Coordinators receive test materials
March 25-26	Systems inventory and distribute testing materials
Feb. 18 – April 16	CRT Alternate Testing Window
March 29 – April 16	CRT Testing window
April 21	Last day to return answer documents to Measured Progress

Agenda

- From the Test Coordinator's Manual
- Purpose of Training/Overview
  - **Checklists for Test Coordinators (p. 1-2)**
  - **Structure and Format of the Test (p. 3)**
  - **Options for Participation (p. 4)**
  - **Accommodations (p. 22)**
  - **Instructions/Responsibilities of Test Coordinators (p. 6)**
  - **Principal's Certification of Enrollment (p. 7)**
  - **Scheduling Test Schedules (p. 7-9)**
  - **Handling/Distributing Test Materials (p. 10-12)**
  - **Returning Test Materials (p. 13-16)**
  - **Coding the Student Response Booklet (p. 17-24)**
  - **Entering Alternate Assessment Scores (see CRT-Alternate manual)**

The purpose of this training is to ensure that

- everyone understands the procedures for administration.

- the test is administered in a comparable way in all locations across the state.

- the information collected is of high quality
  - Demographic information
  - Enrollment Information
  - Disability information
  - Decisions related to the use of accommodations and the alternate assessment (CRT-Alternate)

- quality control procedures are utilized when returning test materials.

MontCAS, Phase 2 CRT Overview

λ **Grades 4, 8, and 10**

λ **Reading (3 untimed test sessions)**

λ **Mathematics (3 untimed test sessions)**

λ **Standards-based**

λ **Reports/results, with released items, will be shipped in September after standard-setting this summer. A reporting (software) program and training will be provided.**

Test Sessions

Reading

- Session 1
  – Approx 45 minutes
- Session 2
  – Approx 45 minutes
- Session 3
  – Approx 45 minutes

Math

- **Session 1**
  – Calculators allowed
  – Approx 45 minutes
- **Session 2A**
  – Calculators allowed
  – Approx 20 minutes
- **Session 2B**
  – No calculators
  – Approx 20 minutes
- **Session 3**
  – No calculators
  – Approx 45 minutes

Calculators

- Allowed on math sessions 1 and 2A
- Other use is considered a non standard accommodation
- Types of calculators
  - Calculator student regularly uses in classroom
    - Grade 4: four-function calculator
    - Grade 8: scientific calculator
    - Grade 10: graphing calculator

    (If necessary, all items in sessions 1 & 2A may be answered using a four-function calculator)

Test Security

All test items and responses to those items in the **CRT** are <u>secure materials</u> and may not be copied or duplicated in any way or retained in the school after testing is completed.

Checklists for Test Coordinators
(pages 1 & 2)

4 Before Testing

4 During Testing

4 After Testing

Structure and Format of the Test

- λ **Common items (scored items)**
- λ **Matrix-sampled items (embedded field test)**
- λ **Types of questions include**
  - ο **Multiple-Choice**
  - ο **Short-Answer (computation sessions only)**
  - ο **Constructed-Response**
- λ **One test booklet per student**
- λ **One Student Response Booklet (SRB) per student (CRT-Alternate scores are recorded on pages 11 & 13 of the SRB.)**

All Means All

All students in accredited Montana schools in grades 4, 8, and 10 must take the CRT

- Students identified as having disabilities including students with 504 plans
- Students identified as having Limited English Proficiency
- Part-time students—in systems 180 hours or more for the school year and not yet 19
- Foreign exchange students—results will not be included in averages

Other Students Who May Be Tested

- Students in private accredited schools*

- Students not enrolled in an accredited Montana school—includes students previously referred to as home school students.*

- Students enrolled in private non-accredited Title 1 school*

  *Results will not be included in averages

Options for Participation

The CRT without accommodations • For any student	**The CRT with standard accommodations** (28) • For any student • See page 25 for list of standard accommodations
The CRT with non-standard accommodations (4) • For students with an IEP/504/LEP plan • See page 26 for list of non-standard accommodations	**The CRT-Alternate** • For students with an IEP plan • Students may participate in the CRT in one content area and the CRT-Alternate in another.

CRT Accommodations
(page 21-23)

- **Standard Accommodations (28)**
  - **Available to all students**
  - **Code all that apply**

- **Non-Standard Accommodations (4)**
  - **Code all that apply**
  - **Must be a documented accommodation in student's IEP plan**
  - **Student's score will be reported in the Novice performance category for that content area.**

Eligibility for the CRT-Alternate

- The **CRT-Alternate Assessment** is a new assessment (spring 2004) that is specifically designed for students who are unable to participate in the regular CRT, even with accommodations. Only IDEA-eligible students with significant cognitive disabilities are eligible to participate in the CRT-Alternate. (see OPI Jan 14, 2004 memo and OPI Web site)

Eligibility for the CRT-Alternate

1. Does the student have an active IEP and receive services under the Individuals with Disabilities Education Act (IDEA)?

2. Do the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum?

Eligibility for the CRT-Alternate

3. Do the student's learning objectives and expected outcomes focus on functional application of skills, as illustrated in the student's IEP's annual goals and short-term objectives?

4. Does the student require direct and extensive instruction to acquire, maintain, generalize and transfer new skills?

Eligibility for the CRT-Alternate

- If you answer "NO" to <u>any</u> of the above four questions, the student must participate in the regular CRT. If **ALL** answers are yes, the student is eligible to take the alternate and considered to be a student with a significant cognitive disability.

- Only System Test Coordinators download CRT-Alternate test materials from secure Web site using password.

Determining Options for LEP (ELL) Students - 2004

Base accommodations on

- The individual needs of the student
- Determined by classroom performance

System Test Coordinator's Primary Responsibilities

4 Serve as each school's contact person with **Measured Progress**

4 Work with School Test Coordinators to plan all test administration activities

4 Oversee the inventory, distribution, collection, and return of all test materials to **Measured Progress**

School Test Coordinator's Responsibilities

4 Develop a testing schedule for your school

4 Distribute test materials to test administrators

4 Familiarize yourself with procedures detailed in the *Test Administrator's Manual*

4 Meet with teachers to discuss testing procedures

School Test Coordinator's Additional Responsibilities

4 Securing students' background information, including

- 0 **participation in Special Education or other programs**

- 0 **possible test accommodations**

- 0 **Student ID numbers (if applicable)**

4 Handling test accommodations according to guidelines in the manuals.

School Test Coordinator's Additional Responsibilities

4 Assist test administrators in determining what programs, if any, that will need to be coded on the Students' Response Booklets

4 Verify that principals have signed and returned the **Principal's Certification of Enrollment Form**

Principal's Certification of Enrollment Form

- Form will be used to assure participation of
  ALL students for AYP purposes

- Form must be completed by principal, signed, and returned to the System Test Coordinator or the school may NOT RECEIVE A SCHOOL REPORT

Scheduling Test Sessions

- Testing window including makeup testing:
March 29 - April 16, 2004.

- Schedule testing early to allow time for makeup testing.

- Schedule testing for students who require accommodations that cannot be made during regular testing.

Scheduling Test Sessions

- Refer to "Recommended Testing Schedule" chart on **page 9**

- Sessions must be treated as an intact unit

- Scheduling test sessions over several days is advised to minimize fatigue and improve student performance

Scheduling Test Sessions

- Students who need extra time to complete a session may be given approximately ten extra minutes for each session (45 minutes plus 10)
  - Math Session 2 has two parts - Part A and B. Students may have approximately 5 extra minutes for each part.
  - Students working under an extended time accommodation may have more than the approximate extra ten minutes to finish the session.
  - Any accommodation in session length must be completed on the same day the session was started.

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System Test Coordinator - Handling of Test Materials

4 Test materials will be delivered to the System Test Coordinators via UPS March 24-26.

4 Call **Measured Progress** at **1-888-559-5722** extension **6148** if you have not received your materials by March 27.

System Test Coordinator - Handling of Test Materials

4 Do not remove, deface, or destroy barcode labels on boxes

4 Save boxes for return of test materials to Measured Progress

4 UPS Return Service (RS) labels are included for shipping boxes back to Measured Progress

System Test Coordinator - Inventory Test Materials

4 Open and inventory test materials upon receipt using Materials Summary form.

4 Call **Measured Progress** at **1-888-559-5722** extension 6148 or go online to order additional test materials (see directions on page 10).

4 Immediately distribute test materials to School Test Coordinators!

School Test Coordinator - Distributing Test Materials & Briefing Test Administrators

4 Review the *Test Administrator's Manual*

4 Distribute the manuals to test administrators

4 Schedule meeting to review test procedures

4 At the test administrator meeting please review

- o **Student test materials**

- o **Student information** *(student ID numbers, accommodations, and special programs)*

- o **Proper testing procedures and test security**

Test Administrators -
After Test Administration

- **Complete coding by school personnel**
- **CRT-Alternate:**
  - 4 **Complete coding**
  - 4 **Enter scoring information on pages 11 & 13 and place test booklet with evidence in envelope labeled "For return of CRT-Alternate test materials"**
- **Complete a Class Identification (ID) Sheet**
- **Insert Class ID Sheet with used Student Response Booklets into white envelope.**

School Test Coordinators – Collecting Materials After Testing

PLEASE MAKE SURE THAT ALL

- 4 test materials are returned by each test administrator and counted.

- 4 F/RL information was completed by an authorized school representative.

- 4 white envelopes labeled, "For return of used answer documents" are sealed.

- 4 test materials are returned to the System Test Coordinator on or before April 19.

System Test Coordinator – Return of Test Materials

4 Test materials must be picked up by UPS no later than April 21, 2004

4 Answer documents must be returned in the carton labeled "For Return of Used Answer Documents Only" (2-day return service)

4 Select one of four UPS pickup options described on page 16

Student Response Booklet (SRB)

- *NCLB disaggregation rules make the proper coding of student information extremely important*

Student Response Booklets

- *Only the information coded on the student's response booklet will be reported back to the schools and districts*

- It is *CRITICAL* that school personnel coding the booklets have student information readily available in order to provide meaningful data on the reports

Student Response Booklets

- λ Students will record answers to **both** tests (reading and mathematics) in a single student response booklet.

- λ CRT-Alternate test administrators will record student scores on pages 11 & 13.

- λ Detailed directions for administration and coding are in the *Test Administrator's Manual*

Coding

By students—before testing

- **Page 1, Boxes A-F**
- **Page 2, Box P (Grade 10 only)**

By school personnel—after testing

- **Page 1, Box G—Ethnicity**
- **Page 2 , Box H—Program**
- **Page 2, Box I—Significant Cognitive Disability**
- **Page 2, Box J—Disabilities (local option)**
- **Page 2, Box K—Accommodations**
- **Page 2, Box L—Alternate Assessment**
- **Page 2, Box M—Did not participate**
- **Page 2, Box N—Participation Information**
- **Page 2, Box O—Exclusions from calculation averages**

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Coding by Students

- Without preprinted front covers of SRB:
    - Demographic information
    - Boxes A-F on the front cover

- With preprinted front covers of SRB:
    - Box E, "Form"

- Grade 10 students only:
    - Box P on page 2 of the SRB, Vocational Education Concentrator

Coding by Students
Identification number
Page 1, Box B

- Unique student identification numbers are a system option

- Measured Progress will assign student identification numbers if this area is left blank.

Coding by Students
Vocational Concentrators
Page 2, Box P (Grade 10 only)

- A = Agriculture

- B = Business

- C = Marketing

- D = Health Occupations

- E = Family and Consumer Services

- F = Technology

- G = Trades and Industries

- H = A blend of 2 or more of the above

Coding by School Personnel

Page 1, G "Test Administrator Use Only": Ethnicity

- Consistent with school and child count records
- Mark one only

1 = American Indian or Alaska Native

2 = Asian

3 = Black or African American

4 = Hispanic

5 = Native Hawaiian or Other Pacific Islander

6 = White

Coding by School Personnel

Box H: Program Information
- **SE**
- **504**
- **MG***
- **GT**
- **LEP/ELL****
- **F/RL**
- **TM (optional)**
- **TR (optional)**
- **Does student have an IEP?**

Limited English Proficiency (LEP/ELL) refers to...

1. individuals who were not born in the US or whose native language is a language other than English;

2. individuals who come from environment where a language other than English is dominant;

3. individuals who are American Indian and Alaskan Natives who come from environments where a language other than English has had a significant impact on their level of language proficiency;

Limited English Proficiency (cont'd)

AND

who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language.

Migrant (MG) Refers to

1. A child who is, or whose parents, spouse, or guardian is, a migratory agricultural worker including a migratory dairy worker, or migratory fisher; AND

2. Who, in the preceding 36 months, accompanies such parent, spouse, or guardian on order to obtain temporary or seasonal employment in agricultural or fishing work has moved from one school system, to another.

Migrant Cont'd

- Those schools where migrant children have been identified and certified for services during the regular school term-(specifically, those students for whom a completed Certificate of Eligibility is on file at the Office of Public Instruction Migrant Education Program), code as "migrant"--MG.

- If you have questions regarding migrant certification, please contact the MEP office at
  1-800-580-0740

F/RL – Free or reduced lunch

Due to the confidential nature of this designation, the response booklet must be coded by:

1. A system or school building test coordinator, OR

2. The local school system official who determines free and reduced price eligibility (I.e., school food official)

Coding by School Personnel

- Page 2, Box I – Code yes if student has a significant cognitive disability

- Page 2, Box J
  - Local option
  - Identified disabilities

- Page 2, Box K
  - Standard accommodation codes
  - Non standard accommodation codes

Coding by School Personnel

- Page 2, Box L—Alternate Assessment
  - Identifies subjects in which a student participated in the CRT-Alternate

- Page 2, Box M—Students who did not participate
  - Part of test
  - Entire test

Coding by School Personnel

- Page 2, Box N—Participation Information
  - NSAY
    - Not in school the entire academic year
  - NDAY
    - Not in system/district the entire academic year

Coding by School Personnel

- Students whose results will not be included in averages
  - FXS = Foreign exchange students
  - SNE = Students not enrolled
    - Including home-schooled students who are not enrolled in the school
  - PRAS = Student in private accredited school
  - PRNONST = Student in a private non-accredited Title I school

Alternate Assessment

- Complete all coding

- Enter alternate assessment scores and information on pages 11 and 13 of the SRB

- Place the Alternate Test Booklet (s) with evidence in the envelope labeled "For return of CRT-Alternate test materials"

Class Identification Sheets

• Test Administrators must complete a Class Identification (ID) Sheet for each class and grade tested.

• Failure to code and return this sheet will result in incorrect Class Roster and Item Analysis Reports.

Class Identification Sheets

- Code: Teacher name, school code, number of returned used Student Response Booklets, and grade

- Place completed Class ID Sheet on top of the (class) used SRBs and insert them into the envelope labeled, "For return of used answer documents"

SRB Page 15:
"District Use Only" and
"State Use Only"

• Optional service – at no cost to districts or state.

• Data entered in the "District Use Only" section will be returned to the district with reports.

Questions

- Email to Judy Snow
  - jsnow@state.mt.us
- Questions and their answers will be posted online:
  - http://www.opi.state.mt.us/assessment/index.html

Last Day to Return Materials to Measured Progress

April 21